Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan

School Name: <u>S.K.H. Lee Shiu Keung Primary School</u> (English)

Application No.: D <u>056</u> (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>19</u>

2. No. of approved classes in the 2019/20 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	**Grade level**	**Focus(es) of the programme/project/ support service**	**External support (if any)**
Development of school-based writing curriculum	P.4-P.5	Writing	Language Learning Support Section, Education Bureau

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
1. Students in general have a keen interest in learning English. 2. Teachers are flexible and eager to experiment with new teaching methods. They attend regular co-planning meetings to prepare, reflect on and review teaching materials. Peer observations are conducted regularly for professional development purposes. 3. School-based English Language curriculum materials such as reading and writing tasks have been developed over the past few years and renewed every year. 4. An instructive English manual provides teachers with a clear direction for the implementation of the school-based curriculum.	1. PEEGS will allow additional resources to maximise students' exposure to English. 2. The wide application of e-learning resources enables us to conduct flipped classroom and provide a platform for students to interact with teachers and peers inside or outside classroom.
Weaknesses	**Threats**
1. Students are from diverse backgrounds with different learning experiences, thus explaining the widening achievement gap. 2. English is the foreign language for most of our students. Some of them have limited exposure to the language and seldom use it for communicative purpose beyond lesson time.	1. Students' self-directed learning experience is insufficient. 2. With knowledge explosion, textbooks may not suffice. 3. English Language teachers do not have enough time to tailor-make learning and teaching materials because of their heavy workload.

(C) The measure taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usage of the grant	Grade Level
To develop and implement a Readers' Theatre programme	● Hiring a full-time supply teacher	P.1-P.4

(D) Focuses of the school's proposed school-based English Language curriculum initiatives to be funded under PEEGS

Proposed target area(s) of development (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☑ Enrich the English language environment in school through - conducting more English language activities ☐ Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" (*Please delete as appropriate) ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☑ Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ a part-time* teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2020/21 school year ☐ 2021/22 school year	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Employing a part-time English-proficient teacher who works collaboratively with existing teachers to:					

Employing a part-time English-proficient teacher who works collaboratively with existing teachers to:
- **implement differentiated reading and writing instructions for catering for learner diversity with equal emphasis on more-able and less-able students at P.4 and P.5; and**
- **conduct whole school language activities for enriching the language environment**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Objectives ● A part-time teacher with native English-speaker competence will be employed for a period of 10 months (September 2020 to June 2021) to support P.4-P.5 teachers in integrating differentiated instructions and scaffolding strategies into the existing reading and writing curriculum. ● The initiative is designed to maximise students' growth and individual success through: ✧ meeting the multi-instructional and multimedia needs in the classroom; ✧ increasing learners' independence; ✧ sharpening teachers' sensitivity and response to diversity; and ✧ extending their instructional repertoire. ● Supported by the part-time teacher, the core team will plan stimulating literacy activities and implement instructional scaffolding to engage and challenge the full range of learners in the classroom. **The core team** ● A core team consisting of 3 English Language Panel Chairs (EPCs), the EDB NET and 3 level coordinators will be formed. They will spearhead the project and	**P.4 and P.5**	9/2020-6/2021 -Co-planning -Developing learning and teaching resources -Co-teaching lessons -Observation -Workshops -Evaluation **Module 1** Planning 09/20 Implementation 09-10/20 Evaluation 11/20 **Module 2** Planning 11/20 Implementation 11-12/20 Evaluation 1/21	8 sets of resource packages including lesson plans, task sheets and reading materials covering a total of 64 lessons are to be produced within the project period. Reading and writing assessment results of over 70% of more able students at P.4-P.5 will improve by 10% in 2020/2021. Reading and writing assessment results of over 50% of less able students at P.4-P.5 will improve by 5% in 2020/2021 Over 90% of target level teachers agree the initiative has helped create a more	The programme will be integrated into the core English Language Curriculum after the project period. After the completion of the programme, the learning and teaching materials developed will be uploaded onto the school server for further retrieval and refinement. Sharing and professional development activities will be conducted Lessons will be recorded for	The programme will be regularly reviewed in level and panel meetings. Questionnaire survey and lesson observation will be conducted. Students' summative and benchmark results will be evaluated. Core team members will have a meeting to analysis students' summative assessment results at the end of each term. Modification of curriculum will take place and be adopted in the new term. The meeting records will be kept.

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duties include: Before project commencement ✧ Reviewing the current reading and writing curriculum ✧ Determining specific standards-based content and skill areas making reference to: - Learning Progression Framework for English Language; - target language skills as set out in English Language Curriculum Guide; - internal and external assessment results; and - teachers' observation and assessment of students' capabilities. ✧ Determining students' readiness and interest through diagnostic testing. During project development ✧ Hosting weekly co-planning meetings for development of differentiated lessons ✧ Organising co-teaching of the part-time teacher and LETs in writing lessons ✧ Arranging peer lesson observation for level teachers for each module ✧ Observing reading and writing lessons at least once per term ✧ Conducting interim evaluation in Jan 2021 ✧ Reviewing the standards with reference to students' performance		**Interim evaluation** 01/21 **Module 3** Planning 1/21 Implementation 01-02/21 Evaluation 03/21 **Module 4** Planning 03/21 Implementation 03-04/21 Evaluation 05/21 **Final review** 06/21 **Sharing among panel members** 07/21 **Refining the teaching resources** 08/21	positive learning environment. 90% of target level teachers will acquire skills in catering for learner diversities. 90% of target level teachers will apply skills in catering for learner diversities in their daily teaching after the project period.	professional development purposes.	

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Upon project completion ✧ Conducting end-of-project survey ✧ Analysing students' assessment data ✧ Carrying out final evaluation in Jun 2021 for refinement of the newly-developed lessons ✧ Delivering professional development sessions for sharing with the whole panel in July 2021 ● The part-time English teacher is expected to be a native English speaker with a bachelor's degree and TESL qualifications. A candidate with a minimum of two years' teaching experience delivering writing curriculum and activities in local school setting is highly preferred. He / She will work 3 to 4 full days a week co-teaching 20 P.4-P.5 reading and writing lessons with LETs and supporting the NET in running whole-school language activities. The EPCs and EDB NET will help the part-time teacher meet job demands through provision of mentoring. ● The EDB NET, serving as the resource person, will provide the core team with curriculum support and run pertinent professional development sessions for teachers. **Programme Overview** ● The core team will zero in on 4 themes per target level, with each covering 8 lessons. A broad array of quality resources, multiple learning skills and multimodal texts will be exploited to foster literacy skills required for Key Stage 2. ● Teaching and learning strategies include a variety of					

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whole class, group and individual activities. Instructions are organised around different modalities to accommodate varied interests, abilities, learning rates and styles. Activities like mobile games, songs, verse speaking, creative artwork, mini projects and presentations will be carried out to create a more stimulating environment and sustain learning interest. Every learner will be able to participate and develop skills which support their own learning.					

✦ **Web searching skills** for maximising exposure to various authentic resources online and deepening understanding of module themes

✦ Using **graphic organisers** for brainstorming, organising and presenting ideas

✦ Different **higher-order thinking skills** involved in the experiential learning process such as critical thinking and creative problem-solving.

● Tentative themes for P.4 and P.5 are:

Level	1st Term	2nd Term
P. 4	**Module:** *Relationships* **Theme:** Making friends **Target text types:** Stories, letters, magazine articles, personal recounts, poems and notices **Vocabulary:** hobbies, antonyms and adjectives for describing people **Grammar:** -adverbs of frequency -comparative and	**Module:** *We love Hong Kong* **Theme:** Travelling around **Target text types:** emails, stories, diary entries, itineraries, leaflets and poems **Vocabulary:** things to do and places in the street **Grammar:** -future tense

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superlative adjectives	-prepositional phrases to indicate directions					
Module: *Changes* **Theme:** Now and Then **Target text types:** Newsletter, blogs, informational reports, posters, questionnaires and poems **Vocabulary:** actions, places, electrical appliances and electronic products **Grammar:** -reflexive pronouns -auxiliary verbs -indefinite pronouns	**Module:** *Food and drinks* **Theme:** Healthy eating **Target text types:** Stories, expositions, food diaries, leaflets, articles, informational reports and poems **Vocabulary:** Types of food and food groups **Grammar:** -general determiners 'a few', 'a little', 'a lot of', 'too many' and 'too much' to show quantities					
Module: *Caring for others* **Theme:** Be considerate **Target text types:** school notices, explanations of how and why, diaries and acrostic poems **Vocabulary:** Adverbs and things we should / shouldn't do **Grammar:** -personal pronouns	**Module:** *We love Hong Kong* **Theme:** Ways to get around **Target text types:** Stories, online forums, captions, timetables, product catalogues, leaflets and poems **Vocabulary:** Things and places in a country park as well as opposite adjectives	P.5				

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-adverbs -future tense	**Grammar:** **-**interrogative adverbs -adjective phrases -connectives					
Module: *Happy days* **Theme:** Entertainment and leisure **Target text types:** Stories, diary entries, postcards, travel blogs and personal accounts **Vocabulary:** Activities and things to do around the world **Grammar:** -present perfect tense -adverbs to indicate number of times	**Module:** *Caring for others* **Theme:** News and events **Target text types:** News articles, captions, interviews, newspaper front pages and expositions **Vocabulary:** Words about crime and injuries **Grammar:** -past continuous tense -connectives 'while' -reflexive pronouns					

Strategies to cater for learning diversities

To create the best learning experience possible, differentiation of the following key classroom elements will be implemented based on student readiness, interests and learning profile:

● **Varying the instructional content**
  To cover the standards of learning set,
  ✧ **multiple skills, genres, text structures and types** will be used;
  ✧ curriculum content will be organised in a logical and progressive manner through **chunking**;
  ✧ **authentic learning materials** such as realia,

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webpages, YouTube videos and magazine articles will be sourced / adapted; and ✧ **diversified delivery formats** (e.g. videos, audio, face-to-face and online) will be adopted. To create room for more challenging content for high flyers, ✧ **curriculum compacting** will be implemented. To improve ownership and accountability, ✧ students will construct their own **learning contracts** with teachers' support. ● **Varying the teaching and learning process** To help individual students achieve different learning targets, teachers will exercise professional judgement and instructional flexibility when designing and planning activities. ✧ **Tiered activities** will be designed and students can work on the same skills with different levels of support, challenge and complexity. ✧ **Creative literacy activities** such as interactive dialogue with guests / real people will be prepared to broaden students' exposure and bring life back into learning. ✧ **Tiered questioning techniques** will be used to build learners' confidence and allow all students' access to the content. Six types of questions namely knowledge, comprehension, application, analysis, synthesis and evaluation will be asked during the lessons. For more-able students, more high level thinking questions (e.g. application, analysis, synthesis, evaluation) will be used to					

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stimulate learning. For less able students, more questions (e.g. knowledge and comprehension) that help them grasp the meaning of the texts will be used. ✧ **Cooperative learning approaches** such as jigsaw, interest centres and peer tutoring will be adopted to allow students to explore and apply materials. ● **Varying the demands on the product** The design of final tasks highlights the importance of deepening students' learning, unlocking their varied potentials and addressing different learning styles. ✧ Students will be given more autonomy to choose how to express required learning. **Choice boards** revolving around designated concepts / goals / expectations will be created based on students' readiness, abilities and learning styles. ✧ Teacher can **vary the amount of time required for any particular task to be completed** in order to provide additional support for struggling learners or to encourage high flyers to explore their interested topics and extend their learning through **anchor activities**. ● Formative and summative assessment data will be used to guide adjustments to instruction to sustain individual students' progress. **Detailed descriptions of a sample module** ● **Level:** *P.4 Healthy Eating* ● **Task:** An exposition about healthy eating ● **Target language items:**					

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✧ Thematic vocabulary such as food groups, related food items, their nutritional benefits and healthy eating habits ✧ General determiners 'a lot of', 'a few', 'a little', 'too much' and 'too many' ✧ Auxiliary verbs ✧ Reflexive and indefinite pronouns ● **Learning objectives:** 1. Students can identify target vocabulary items such as food items and nutrients through various inputs such as books, videos, news clippings and information from the Internet. 2. Students can organise target vocabulary according to features of particular food items using graphic organisers. 3. Students can construct and engage in meaningful conversations about healthy eating using target sentence structures. 4. Students can play different roles to share ideas about smart eating. 5. Students can outline the main body of a letter for sharing their opinions and giving suggestions on healthy eating. 6. Students can write a letter to their friends about healthy eating. ● Materials in different modalities will be adopted to support the reading and writing programme.					

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Core Curriculum					
Reading resources: ✧ 4B: Chapter 3 pp.(22-23): How the superheroes can eat better ✧ 4B: Chapter 5 pp. (30-31): Is it OK to just eat the food we like? **Input for writing:** ✧ Text features of a personal letter ✧ Sentence structures <u>Talking about eating habits</u> *I eat **a lot of** chocolates.* ***Nobody** in my family likes meat.* *My brother usually cooks for **himself**.* <u>Stating opinions</u> *Dairy products such as milk and yoghurt **are good for us**.* *Too much fried food **is bad for us**.* <u>Making simple suggestions</u> *You **need to** eat less meat.* *Children **should** drink more milk.* ✧ Key vocabulary / information about a balanced diet ***Food groups, related food items, their nutritional benefits and healthy eating habits***					
Tentative reading resources and multimodal texts					
Readers about food ✧ *The Food We Eat* by Kira Freed https://www.youtube.com/watch?v=fTB7EMIrZ1c ✧ *A Rainbow of Food* by Page Burdick https://www.youtube.com/watch?v=8u9VsVevYMU&t=56s ✧ *Sugar, Sugar, Everywhere!* By Susan Lennox https://www.youtube.com/watch?v=AUgaY9yUZEY					

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Videos about balanced diet ✧ *How to create a healthy plate* https://www.youtube.com/watch?v=Gmh_xMMJ2Pw ✧ *The food pyramid* https://www.youtube.com/watch?v=0KbA8pFW3tg ✧ Songs of food *Healthy food Vs Junk food song* https://www.youtube.com/watch?v=fE8lezHs19s *The healthy eating song* https://www.youtube.com/watch?v=-JldSBUQB34 *Vegetable song* https://www.youtube.com/watch?v=RE5tvaveVak **Input for writing** Key vocabulary / information about healthy eating ✧ Infographics *Healthy eating* https://visual.ly/community/infographic/food/healthy-eating *Diet and Exercise: Choices Today for a Healthier Tomorrow* https://www.nia.nih.gov/health/infographics/diet-and-exercise-choices-today-healthier-tomorrow *The Food Pyramid* https://infographicnow.com/lifestyle/food/food-infographic-food-pyramid-healthy-vegan-eating-infographic-recommendations-of-a-healthy-life/ ● The following shows how teachers will exercise their instructional flexibility to cater for learner diversity in the writing class for accommodating needs of students of varied levels of abilities, motivation, interests, readiness and learning preferences.					

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For achieving objective #1:
Varying the instructional content
✧ Diversified teaching aids
   - Students are asked to bring their favourite food items and give short presentations about them in class.
   - Before the presentations, teacher gives target vocabulary inputs using songs and videos.
   - To make the input visible, cards with the key vocabulary items in the songs are displayed on the board.					

Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*
After viewing the videos, teacher helps students identify the vocabulary on the board by matching **related food items students bring** with the vocabulary cards.	Students are given **vocabulary cards** for reading aloud activities in their groups after viewing the videos. They can share their ideas about their favourite food afterwards.	High-flying students are given **additional task cards.** They should present on other food items (not in the presentations they have prepared or the videos) using their own words or words on the board.

Varying the teaching and learning process
- ✧ Tiered questions are used to guide students to focus on the target vocabulary, form vocabulary clusters about the same food groups and create sentences using the target sentence structures.

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Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*					
Students are expected to read aloud the target vocabulary clearly and accurately.	Students answer questions using the target sentence structure: *What should we eat every day?* *We should eat ….*	Apart from answering the question using the target structure, students should provide justification. *We should eat…because….*					

✧ Students will be grouped according to their ability levels.

Varying the demands on the product

Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*
Students complete an infographics worksheet on a food group making reference to the vocabulary and pictures cards provided by teachers.	Students are expected to complete an infographics worksheet on one or two food groups with the target vocabulary.	After completing the worksheet, students should write a short reflection sharing whether they themselves follow the health tips in the infographics.

For achieving objective #6:
Varying the instructional content
✧ Diversified teaching aids
   - Students go through sample personal letters for friends on common study problems to familiarise themselves with key text features.
   - Letters of different complexity and lengths are

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
given to students of various ability levels.					

Basic tasks (Lower level)	Core tasks (Average level)	Extended tasks (Higher level)
On top of the sentence strips, building blocks (i.e. large cards with main ideas and key features of a letter) will be created for helping students identify the format, content and structure of a letter.	Students are given sentence strips about a particular food group. They should write their own letters by choosing appropriate sentences, substituting key words which differentiate different food groups and reordering them to form a coherent piece of work.	Students are presented with guiding questions. *Who do you write to?* *How do you greet him/her?* *What health problem does he / she have? How do you feel about it?* *Which food group(s) does he/she have to choose? What are examples of food items? How will they help solve his/her problem?*

Varying the teaching and learning process
   ✧   Questions are tiered to guide students to build different levels of understanding of the letters, from the format, structure, content to the specific purpose of a letter for a friend expressing opinions and giving health advice.

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Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*					
Students are expected to identify the building blocks of a letter and organise the sentence strips to form a complete, coherent letter.	Students can substitute the key words for a particular food group accurately for writing about the food group of their own choice.	Students are expected to provide multiple answers for the questions of what food their friends should choose and why it can help improve his / her health.					

✧ Students work together in mixed-ability or interest groups brainstorming ideas on healthy eating.

✧ High flyers can choose to work on their letters independently. Anchors will be set up at the 2 corners at the back of the classroom. Students can collect cue cards with information about other food groups from the anchors so that they can give more concrete advice to their friends in the letters.

Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*
Students identify the building blocks of a letter put on a worksheet. All blocks are numbered so that students can easily recognize the right	Students write their letters by substituting key words in the sentence strips provided. They read aloud their letters to their group mates.	Students write their letters by completing a graphic organiser and answering guiding questions. After students finish their work, they play the roles

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order. Students complete their letters by putting the sentences in the blocks. To improve the overall visual impact, they can include in their letters with their own drawings.		of friends and share their letters with their group mates.					

Other activities conducted by the part-time teacher
 	
The part-time teacher, the EDB NET and 3 panel heads will organise a variety of English language activities throughout the school year. Below are some of the examples.
 	
● **The Cultural Café for P.1-P.6 (Every Tuesday and Thursday)**
  ✧ The Cultural Cafe will be open to KS1 students on Tuesdays and KS2 on Thursdays. Students will participate in the activities such as language games, singing songs and doing crafts. A passport will be issued to students to earn points in the Café. Teachers will check the passports regularly to make sure students have joined the activities there.
 	
● **P.4-6 English Reporters**
  ✧ 30 KS2 students will be trained to be English reporters. They will help make English announcements 4 times a month to promote activities, such as English Week, Cultural Café, English Chat Week, penmanship competition, etc. It aims at exposing students to authentic English aside from the daily English Language lessons.
				Cultural Café 10/20-5/21
				
				English Reporters 10/20-5/21
				
				English Week 4/21
					6 resource packages covering all P.1-6 cultural café activities will be produced
					
					1 English Reporter Training pack will be developed.
					
					80% of the students will benefit from the enhanced authentic English learning environment and deepened English learning culture
					
					80% of students will improve their confidence in speaking English
						All the resources prepared will be kept and saved in the school server for reference and further development	Questionnaires will be given to students to collect feedback at the end of each term.

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✧ The training will be conducted during the interest class every Friday afternoon. Students will work in groups of 4. They are guided to write scripts at least two weeks before the announcement day. Teachers will review their scripts, provide feedback and give suggestions in the same lesson. Students can then learn their lines at home and rehearse their presentations the following week. Additional coaching on non-verbal communication skills (such as body language, voice, space and eye contact) will be provided as well. ✧ The part-time English Language teacher and panel heads will co-deliver the training course and prepare learning and teaching materials. The part-time teacher will help to collect information and materials related to the activities (e.g. videos and photos) for the preparation of a PowerPoint slideshow for the announcement. English Language panel heads will design the content of the interest class and the survey for evaluation. ● The Annual English Week ✧ The EDB NET, part-time English Language teacher and panel heads will organise activities including choral speaking competition, word hunt activities and thematic booth games for students in April every year. Some P.4 -6 students will be trained to be the ambassadors and help run the 12 booths in the school hall during the lunchtime. Students can enjoy games and food at the booth to learn English in a fun way.					